

Name: _____

Occupational Therapy Assistant

Directions:

Evaluate the student by entering the appropriate number to indicate the degree of competency. The rating for each task should reflect employability readiness rather than the grades given in class.

Student Rating Scale:

- 0 No Exposure** – no experience/knowledge in this area
- 1 Knowledge Received** – area is understood
- 2 Limited Skill** – has exposure, but additional training and supervision is required
- 3 Moderately Skilled** – limited training and supervision may be required, but progress is being made
- 4 Skilled** – no additional training is required; the competency has been mastered and knowledge can be transferred to other applications

0	1	2	3	4	A. Demonstrate professional interpersonal and communication skills	Notes:
					1. Listen actively and attentively	
					2. Use non-verbal communication that is consistent with the intended message	
					3. Produce documentation that follows the guidelines and format required by law, third-party providers, and the practice setting	
					4. Modify communication to achieve the desired result	
					5. Demonstrate basic computer skills	
					6. Demonstrate therapeutic communication techniques	
					7. Respond to the holistic needs of the client and family / caregiver	
					8. Assist with client and family / caregiver education	
					9. Explain occupational therapy procedures to the client and family / caregiver	
					10. Demonstrate how to deal with a hostile client	
					11. Contribute to client care conferences	
					Other:	

0	1	2	3	4	B. Identify and demonstrate client interaction and care based on individual and/or cultural differences	Notes:
					1. Explain the role that sociocultural, socioeconomic, diversity factors, and lifestyle choices have in contemporary society	
					2. Explain how social condition and ethical context influences people in their occupational decisions	
					3. Recognize one's own stereotypes, biases, and prejudices	
					4. Deliver established care that reflects sensitivity to individual differences	
					5. Address the client's needs with respect to individual and/or cultural differences	
					Other:	

0	1	2	3	4	C. Describe and apply professional behavior and ethics	Notes:
					1. Explain the core concepts of the American Occupational Therapy Association (AOTA) Code of Ethics, Core Values, and Attitudes of Occupational Therapy, and AOTA Standards of Practice	
					2. Explain the different formal and informal ethical dispute resolution systems	
					3. Describe the approaches used to resolve personal and organizational ethical conflicts	
					4. Maintain client confidentiality and privacy	
					5. Demonstrate an appropriate work ethic (e.g., punctuality, dress, flexibility, and openness)	
					6. Demonstrate professional responsibilities related to liability concerns	
					7. Develop job-related personal and professional competencies and abilities	
					8. Explain the importance of the professional relationship between the Occupational Therapist and the Occupational Therapy Assistant	
					9. Demonstrate advocacy skills that benefit the consumer and profession	
					10. Adhere to safety precautions with client and other workers	
					11. Utilize principles of prioritization and time management	
					12. Respond therapeutically to specific client behavioral and emotional tone	
					13. Recognize the contributions of interdisciplinary team members	
					14. Describe the functions and influences of professional occupational therapy associations and other related professional associations	
					15. Recognize the need for ongoing support by occupational therapists and other appropriate professionals	
					16. Recognize the expectations of being a professional contributor (e.g., clinical educator, research, and leadership)	
					Other:	

0	1	2	3	4	D. Explain and utilize the principles and foundations of occupational therapy	Notes:
					1. Differentiate between occupational and purposeful activity	
					2. Explain the history and importance of a philosophical base	
					3. Explain the unique nature of occupation to the consumer, potential employers, and general public	
					4. Explain the role of occupational and life balance in the promotion of health and prevention of disease and disability	
					5. Describe the effects on an individual in relation to good health, disability, the disease process, and traumatic injury	

					6. Analyze tasks that relate to performance areas, components, and contexts	
					7. Show appreciation for individual's perception of quality of life, well-being, and occupation	
					8. Utilize compensatory strategies when desired life tasks cannot be performed	
					9. Identify the theories, models of practice, and frames of reference that underlie the practice	
					10. Identify the sensory motor, psychological / psychosocial, and cognitive changes that occur across the lifespan	
					11. Explain the structure and function of the human body	
					12. Describe the core concepts of human behavior	
					Other:	

0	1	2	3	4	E. Assist with the Occupational Therapy Process	Notes:
					<i>Implement assessment procedures as directed by the Occupational Therapist</i>	
					1. Gather relevant data for screening and evaluation	
					2. Administer selected occupation-based assessments	
					3. Use occupation for the purpose of assessment	
					4. Document occupational therapy services for accountability and to meet reimbursement standards	
					5. Analyze the occupational performance needs of the client	
					<i>Implement intervention procedures as directed by the Occupational Therapist</i>	
					6. Select relevant occupations and purposeful activities that support the intervention goals	
					7. Adapt relevant occupations and purposeful activities that support the intervention goals	
					8. Sequence relevant occupations and purposeful activities that support the intervention goals	
					9. Use individual and group interaction and therapeutic use of self to achieve therapeutic goals	
					10. Adapt the environment, tools, materials, and occupations to the client	
					11. Promote the use of appropriate home and community programming to support performance	
					12. Utilize the teaching-learning process with the client and family / caregiver	
					13. Modify intervention approaches to reflect the changing needs of the client	
					14. Explain the internal and external referral process necessary for intervention	
					15. Assess the effect of the intervention and the possible need for continued and/or modified intervention	
					16. Develop an intervention program based on established short- and long-term goals	

					<i>Implement discharge procedures as directed by the Occupational Therapist</i>	
					17. Review the needs of the client, family / caregivers, resources, and discharge environment to facilitate discharge and transition planning	
					18. Recommend the need for termination of services when the stated outcomes are achieved	
					19. Coordinate discharge planning with other disciplines	
					Other:	

0	1	2	3	4	F. Demonstrate Management Techniques	Notes:
					<i>Identify and apply professional management procedures and practices</i>	
					1. Explain the models of health care, education, community, and social systems that relate to the practice	
					2. Identify the different systems and services models (e.g., health care, education, community, and social)	
					3. Describe the implications and effects that federal and state regulatory and legislative bodies have on practice	
					4. Explain the national and state requirements for credentialing	
					5. Comply with reimbursement mechanisms that affect practice	
					6. Utilize professional literature in cooperation with the Occupational Therapist to make informed practice decisions	
					<i>Demonstrate programmatic management procedures and practices</i>	
					7. Maintain organized treatment areas, equipment, and supply inventory	
					8. Maintain records as required by the practice setting, third-party payers, and regulatory agencies	
					9. Demonstrate program evaluation using predetermined criteria	
					Other :	

0	1	2	3	4	G. Demonstrate Techniques that Support Occupational Performance	Notes:
					<i>Demonstrate safety skills that support occupational performance</i>	
					1. Demonstrate universal precautions	
					2. Perform adult, infant, and child basic life support and first aid	
					3. Utilize body mechanics principles	
					<i>Demonstrate and evaluate mobility skills that support occupational performance</i>	
					4. Demonstrate proper client positioning for safety, comfort, and performance	
					5. Demonstrate bed mobility techniques	

					6. Demonstrate appropriate transfer techniques (e.g., bed to wheelchair, wheelchair to vehicle, and wheelchair to tub/toilet)	
					7. Demonstrate wheelchair management and maintenance techniques	
					8. Demonstrate joint range of motion (e.g., passive, active, assisted, and self)	
					9. Assist client with assistive devices	
					10. Apply protective devices to the client (e.g., gait belt, splint, and sling)	
					11. Evaluate physical context for supports or barriers	
					12. Identify available community resources for mobility	
					<i>Demonstrate planning and documentation skills that support the occupational therapy process</i>	
					13. Demonstrate observation skills	
					14. Perform a complete record analysis	
					15. Obtain pertinent information from interviews	
					16. Perform collaborative planning of the assessment process	
					17. Demonstrate clinical reasoning skills throughout the occupational therapy process	
					<i>Demonstrate occupational therapy practice skills that support the occupational therapy process</i>	
					18. Perform joint range of motion measurements	
					19. Utilize group process skills for therapeutic outcomes	
					20. Fabricate static splints	
					21. Fabricate dynamic splints	
					22. Educate the client and family/caregiver in the use, care, and precautions of protective and assistive devices	
					23. Use the appropriate medical terminology and abbreviations	
					24. Identify the continuum of assistive techniques	
					25. Educate the client and family/caregiver on activities of daily living (ADL) techniques and strategies (e.g., bathing, dressing, grooming, and cooking)	
					26. Educate the client and family/caregiver on instrumental ADL techniques and strategies (e.g., budgeting, childcare, home management, and leisure work)	
					27. Recognize the physical agent modalities as an adjunct to occupational performance	
					28. Perform kinematic analysis of functional activities	
					29. Perform muscle group manual muscle testing	

					30. Identify contextual features that affect occupational performance (e.g., home, community, and workplace)	
					31. Recognize the contextual accommodations that support occupational performance	
					32. Identify when, how to find, and how to use informational resources	
					33. Explain the supervisory process relating to students, aides, and other designees	
					Other:	

0	1	2	3	4	H. Demonstrate leadership competencies	Notes:
					1. Demonstrate an understanding of SkillsUSA-VICA, its structure, and activities	
					2. Demonstrate an understanding of one's personal values	
					3. Perform tasks related to effective personal management skills	
					4. Demonstrate interpersonal skills	
					5. Demonstrate etiquette and courtesy	
					6. Demonstrate effectiveness in oral and written communication	
					7. Develop and maintain a code of professional ethics	
					8. Maintain a good professional appearance	
					9. Perform basic tasks related to securing and terminating employees	
					10. Perform basic parliamentary procedures in a group meeting	
					Other:	

*****NOTE: These competencies are addressed in the Missouri SkillsUSA-VICA Curriculum Guide lessons***